



CBSE

ADDITIONAL PRACTICE QUESTIONS-Marking Scheme HISTORY (027) Class XII | 2023–24

Time Allowed: 3 Hours

Max. Marks: 80

General Instructions:

1. Question paper comprises five Sections – **A, B, C, D and E**. There are 34 questions in the question paper. All questions are compulsory.
2. **Section A** – Question 1 to 21 are MCQs of 1 mark each.
3. **Section B** – Question no. 22 to 27 are Short Answer Type Questions, carrying 3 marks each. Answer to each question should not exceed 60-80 words.
4. **Section C** - Question no 28 to 30 are Long Answer Type Questions, carrying 8 marks each. Answer to each question should not exceed 300-350 words
5. **Section D** – Question no.31 to 33 are Source based questions with three sub questions and are of 4 marks each
6. **Section-E** - Question no. 34 is Map based, carrying 5 marks that includes the identification and location of significant test items. Attach the map with the answer book.
7. There is no overall choice in the question paper. However, an internal choice has been provided in few questions. Only one of the choices in such questions have to be attempted.
8. In addition to this, separate instructions are given with each section and question, wherever necessary.

SECTION A

1X21

OBJECTIVE TYPE QUESTIONS

- 1 (a) appoint interim leaders to take charge and continue organising protests and demonstrations 1
- 2 (c) Both A and R are true and R explains A. 1
- 3 (d)
- The following answer is for the visually impaired candidates in lieu of Question number 3.
- 3 (c) minarets 1
- 4 (d) Y is a consequence of X 1
- 5 (d) Only Q and R 1
- 6 (c) Texts from Mesopotamia mention Harappan links with modern day Bahrain. 1
- 7 (a) excavation, interpretation, documentation, preservation 1
- 8 (c) C and D 1
- 9 (d) Future travellers read 'Rihla' written by him to gain insights about India. 1
- 10 (d) river Ganga provided an abundant source of fresh water for irrigation 1
- 11 (d) P and S 1
- 12 (b) jotedars 1
- 13 (a) P and Q only 1
- 14 (c) types of weapons used in the first war of Independence 1



- 15 (b) They offer subjective experiences that provide a human touch to history. 1
is for the visually impaired candidates in lieu of Question number 16.
- 16 (b) Q and R 1
- 17 (b) ending social discrimination among 16 (b) pillared pavilion for public rituals
The following answer the people 1
- 18 (d) soldiers engaged in military training activities under the guidance of their chief.1
- 19 (c) Both A and R are true and R explains A. 1
- 20 (c) influence of European colonial powers in certain regions 1
- 21 (d) promoting collective responsibility and urging the rich to use their resources for India's
greater good 1

SECTION A

1X21

OBJECTIVE TYPE QUESTIONS

22- Trade and Commerce

Seals were likely used as markers of ownership and authenticity for goods involved in trade.

- Administrative and Bureaucratic Purposes

The presence of standardised symbols and scripts on Harappan seals suggests their use in administrative and bureaucratic activities like record-keeping, accounting or official documentation.

- Symbolism and Identity

The various motifs, patterns, and inscriptions found on the seals contributed to cultural and social identity expression within Harappan society.

- any other relevant point

(any three to be evaluated for three marks) 3

OR

22 - Copper: Essential for tools, weapons, ornaments. Sourced from Rajasthan, Balochistan, and Afghanistan.

- Lapis Lazuli: Vibrant blue stone for beads and ornaments. Obtained from Badakhshan, Afghanistan.

- Carnelian: Reddish-orange stone for jewelry and seals. Imported from Gujarat, Iran, and Central Asia.

- any other relevant point

(any three to be evaluated)

3

23- Language and translation issues

Many ancient texts are written in languages that are no longer widely spoken or understood.

- Lack of multiple perspectives

Literary sources predominantly represent the views of the elite or ruling classes, often neglecting the perspectives of marginalised groups or lower strata of society.

- Fragmentary nature

Literary sources from ancient and medieval India are often incomplete, with texts missing sections or being preserved in fragments. This hampers the ability to construct a comprehensive narrative.

- any other relevant point

(any three to be evaluated for three marks)

3



24-Eurocentric comparisons: European travellers often compared India to Europe, using European societal standards as the benchmark for evaluation. This Eurocentric approach resulted in a biased understanding of Indian society, as it failed to recognise the unique historical, cultural, and social contexts of India, and instead imposed European norms and values onto Indian experiences.

-Limited perspectives: European travellers typically had limited exposure to various regions, communities, and languages within India. Their observations were often based on brief visits or encounters with select individuals, leading to generalisations and oversimplifications. This limited perspective hindered a comprehensive understanding of the complexities and diversity of Indian society.

-Cultural misunderstandings: Cultural differences and language barriers between European travellers and Indians sometimes led to misinterpretations and misrepresentations. The lack of deep engagement and linguistic proficiency limited the ability of European travellers to grasp the intricacies of Indian customs, traditions, and societal structures, resulting in misconceptions and inaccuracies.

- any other relevant point
(any three to be evaluated)

3

25-Economy of the time: The rulers often endowed temples with extensive land grants, wealth, and resources, which enhanced their control over the economic activities of the region. Temples served as centers of economic exchange, land management, and agricultural development.

-Intricate Sculptures: Vijayanagara temples are adorned with intricate stone carvings and sculptures. These sculptures depict various gods, goddesses, mythological scenes, and figures from everyday life. The sculptures showcase a high level of artistic skill and craftsmanship, reflecting the empire's patronage of the arts and its emphasis on religious devotion.

-Ornate Gopurams: The entrance towers or gopurams of the Vijayanagara temples are elaborate structures adorned with detailed carvings and sculptures. These gopurams often rise to great heights, showcasing the engineering and architectural expertise of the period.

- any other relevant point
(award one mark for each point)

3

26- The high and inflexible revenue demands imposed by the British placed a heavy burden on the zamindars, leading many of them to face financial difficulties such as debt and bankruptcy. Consequently, the decline of the zamindar class occurred as they lost their power, prestige, and control over land.

- Simultaneously, the rise of jotedars took place in this context. Jotedars were agricultural tenants who emerged as a new class in rural areas. Primarily consisting of lower-ranking officials or former servants of the zamindars, jotedars gained control over land by paying off the zamindars' debts or acquiring their properties. This resulted in a shift of land ownership from the zamindars to the jotedars, further diminishing the influence and status of the zamindar class.

(to be assessed as a whole)

3

27- Call for Unity: The Azamgarh Proclamation called upon people from various religious backgrounds to unite in their fight for freedom, demonstrating that the struggle went beyond religious divisions.

- Secular Appeal: The proclamation itself did not focus solely on religious motives. Instead, it advocated for the restoration of Mughal rule, which symbolized indigenous governance rather



than a particular religious affiliation. This secular appeal showcased the inclusive nature of the rebellion.

- Shared Aspirations: The Azamgarh Proclamation reflected the shared aspirations for independence among diverse religious communities in India. It highlighted the common desire for self-governance, social justice, and an end to British oppression.

-any other relevant point

(any three points to be assessed)

3

SECTION C

3 x 8 = 24

LONG ANSWER TYPE QUESTIONS

28-Familial relationships offer insights into the organisation and structure of early societies. By studying how families were structured we can gain a deeper understanding of social hierarchies, divisions of labour, and power dynamics within these societies.

-It also provides valuable information about the kinship systems prevalent in early societies. By examining patterns of marriage, inheritance, and alliances between families, we can discern the rules and norms that governed these aspects of life.

-Familial relationships offer glimpses into the everyday lives of ordinary people in early societies. They shed light on family dynamics, household organisation, and the division of labour within families. By studying these relationships, we can gain insights into how people lived, interacted, and contributed to their communities on a day-to-day basis.

-It helps us understand their economic activities, social roles, and the challenges they faced in their daily lives. Hence helping to comprehend the social positions of individuals and their interconnectedness.

-By studying familial relationships, we can gain insights into rituals, ceremonies, and beliefs related to birth, marriage, and death. It helps us understand the cultural fabric and social cohesion of these societies. They reveal how cultural norms, traditions, and customs were transmitted within families and communities.

-It allows us to trace the evolution of societies over time. By analysing changes in family structures, kinship systems, and social roles, we can identify shifts in social dynamics, economic systems, and cultural practices.

-By examining kinship networks and the support systems within families, we can understand how familial bonds fostered cooperation, mutual assistance, and solidarity. This knowledge helps us comprehend the social fabric and mechanisms of social integration within these communities.

-Studying familial relationships provides insights into demographic patterns, such as birth rates, family sizes, and generational dynamics. By analysing kinship ties, age structures, and marriage practices, we can gain knowledge about population growth, reproductive strategies, and the composition of different age groups within a society.

8

OR

28-Resource disparities influenced the division of labour and roles assigned to men and women. Men, with greater access to resources, were primarily engaged in activities related to agriculture, trade, and governance, which conferred social status and decision-making power. Women, on the other hand, were primarily responsible for domestic duties, such as childcare, household management, and subsistence agriculture, reinforcing traditional gender roles.



-Resource disparities resulted in unequal access to education between men and women. Education was often limited to men from privileged backgrounds, who gained knowledge and skills that enhanced their social standing and opportunities for advancement. Women, however, had limited access to education, which restricted their ability to participate fully in social, economic, and political spheres.

-Differences in resource access influenced property ownership patterns. Men had greater opportunities to acquire and control property, including land and other assets. In contrast, women had limited rights to own and inherit property, leading to economic dependence and further reinforcing their subordinate position in society.

-Differences in resource access resulted in significant disparities in decision-making power between men and women. Men, due to their control over resources, held greater influence in matters of governance, lawmaking, and community affairs. Women, with limited access to resources, had reduced agency in decision-making processes, both at the household and societal levels.

- any other relevant point

(award two marks for each point)

8

29- Local Governance: Panchayats were self-governing bodies at the village level and played a pivotal role in local governance during the Mughal era. They were responsible for maintaining law and order, resolving disputes, and overseeing various aspects of village administration.

- Revenue Collection: Panchayats were entrusted with the collection of land revenue and other taxes on behalf of the Mughal government. They assessed and levied taxes on agricultural land, supervised revenue collection, and ensured the timely payment of dues.

- Conflict Resolution and Mediation: Panchayats acted as mediators and arbitrators in resolving disputes and conflicts within the village. Their role was to promote harmony, reconcile differences, and ensure peaceful coexistence among community members.

- Participatory Democracy: Panchayats embodied the principles of participatory democracy by involving villagers in decision-making processes. They provided a platform for individuals from different social backgrounds to contribute to the governance of their village.

- any other relevant point

(award two marks for each point)

8

OR

29- Marketplaces and Trade: The Mughals established well-organized marketplaces known as "mandis" to facilitate the exchange of agricultural goods. These marketplaces played a crucial role in connecting farmers with merchants and consumers, stimulating economic activity.

- Zamindari System: The Mughals introduced the Zamindari system, where zamindars (landlords) were granted revenue rights over specific areas of land. This system aimed to ensure stable revenue collection and provide incentives for zamindars to invest in agricultural development.

- Introduction of New Crops: The Mughals introduced several new crops to India, including fruits, vegetables, and cash crops like tobacco and maize. These additions diversified agricultural production and provided economic opportunities for farmers.

- Irrigation Infrastructure: The Mughals invested in the construction of extensive irrigation systems, including canals, wells, and tanks. These infrastructure projects facilitated improved water management, increased agricultural yield, and reduced the impact of droughts.

(any other relevant point)

- award two marks for each point

8



30-Timing and context: The Movement took place during the midst of World War II, when the British were facing challenges in maintaining control over their colonies. The timing created an opportunity for Indians to push for independence, leveraging the political climate and Britain's vulnerability.

-Mass participation: The Movement saw unprecedented mass participation, with people from various sections of society, including students, workers, peasants, and intellectuals, actively joining the movement. This widespread involvement gave it strength and momentum which was not necessarily the case with other previous movements.

-Repressive measures by the British: The British authorities responded to the Movement harshly, arresting and imprisoning many leaders and activists. The repressive measures used by the British, such as violence and censorship, further fueled public anger and resistance. People faced increased suppression and retaliated with greater determination.

-Mass protests and Civil Disobedience: The Movement witnessed large-scale protests, strikes, and acts of civil disobedience across the country. People boycotted government institutions, disrupted railway and communication networks, and organized demonstrations, showcasing the widespread and coordinated nature of the movement.

-Shift in public sentiment: The Movement reflected a shift in public sentiment towards a more radical and assertive approach in the struggle for independence. The movement was fueled by a strong sense of nationalism and a determination to achieve complete independence from British rule.

-Broad geographic coverage: The Movement had a broader geographic coverage compared to previous movements. It spread across different regions of India, involving people from urban centers as well as rural areas. This widespread reach contributed to its intensity and impact.

-Economic grievances: The Movement incorporated the economic grievances of the people, particularly the peasants and workers, who were facing exploitation and hardships under British colonial rule. This inclusion of economic concerns broadened the appeal of the movement and contributed to its intensity.

-Call for complete independence: The Movement explicitly called for the immediate and complete independence of India. This marked a departure from previous movements that may have focused on specific demands or gradual reforms. The demand for complete independence heightened the intensity of the movement and galvanised the participants.

-any other relevant point

8

Award 8 marks to an answer that covers any 4 points given above or any other relevant points)

OR

30-Symbol of Colonial Oppression

- Under British rule, the production and distribution of salt in India were heavily regulated, with exorbitant taxes imposed on salt.

- This control over salt production and the denial of Indians' right to access salt symbolised the oppressive nature of the colonial rule.



Unifying Factor: Salt became a unifying symbol that resonated with people from all walks of life. It affected the common person directly, making it a relatable issue for the masses.

- The salt tax became a rallying point to challenge British authority and demand independence.

Non-Violent Resistance: The act of making salt through the process of evaporation from seawater, as done during the Dandi March, was a form of non-violent resistance.

- It demonstrated the power of civil disobedience, showing that even the simplest act of defiance could challenge unjust laws.

Economic Symbolism: The salt tax imposed by the British was not only a means of control but also a significant source of revenue for the colonial administration.

- By targeting the salt monopoly, the Dandi March symbolised a broader economic struggle against exploitation and economic inequality under British rule.

- any other relevant point

(Award 8 marks to a response that covers all the points given above or any other relevant point)

8

SECTION D

3 x 4 = 12

SOURCE BASED QUESTIONS

31 (i) It was significant as it helped spread Buddhism throughout his empire and solidified the religion's importance in ancient India. The construction of stupas with sacred relics served as powerful symbols of devotion and reverence, attracting pilgrims and followers, thus contributing to the dissemination and popularity of Buddhism.

(to be assessed as a whole)

(ii) The original purpose of the Buddhist Stupa was to serve as a memorial mound for holy individuals, specifically to enshrine relics such as bones, teeth, and hair of Lord Buddha or his disciples.

Over time, the stupa evolved to include additional architectural elements like a base, circumambulatory path, stone railings, and the Harmika, symbolising the presence of the Lord or his disciples' remains.

The design transitioned from bricks and wooden railings to stone enclosures, becoming more elaborate and symbolic in its representation.

(to be assessed as a whole)

(iii) Buddhist stupas preserve cultural heritage through their physical representation of ancient beliefs, art, and architecture, fostering a sense of cultural identity and attracting interest in history and art. Ongoing maintenance ensures their longevity and the preservation of associated knowledge and traditions.

(to be assessed as a whole)

32 (i)-To help the Vijayanagara rulers establish control over the region. Vaishnava leaders had significant influence and followers in Tamil Nadu, and by aligning with them, the rulers could gain support from the local populace, making it easier to consolidate their authority.

- Vaishnava leaders acted as intermediaries between kings and temples, strengthening the ruler's influence over religious institutions and enhancing their political authority.



-any other relevant point
(any two to be evaluated)

(ii)- Temples were considered sacred and served as the spiritual centers of the community. By aligning themselves with temples, the Vijayanagara kings gained religious legitimacy and presented themselves as patrons of the divine order.

-Temples possessed vast land holdings, agricultural estates, and other sources of income. The kings exercised control over these resources, allowing them to finance their administration, military campaigns, and public welfare projects. The wealth and economic power associated with temples contributed to the sustenance of kingship and the stability of the Vijayanagara Empire.

-any other relevant point
(any two to be evaluated)

33 (i) - It marked a shift in the nationalist movement's approach from mere agitation to active resistance. By organising a group of individuals committed to disobeying the Act and willingly facing arrest, Gandhi demonstrated the power of civil disobedience and nonviolent resistance as tools for challenging unjust laws.

(to be assessed as a whole)

(ii) - He believed that the social and economic upliftment of these communities was intimately linked with their political empowerment. By actively participating in politics, the masses could voice their concerns, demand their rights, and challenge the oppressive structures of colonial rule.

- By encouraging the masses to participate in politics, he aimed to break down the barriers of social hierarchy and empower individuals from all walks of life to contribute to the nation's governance.

- In summary, Gandhi's belief in the active participation of the masses in politics stemmed from his recognition of their inherent power and their right to determine their own fate.

(to be assessed as a whole)

(iii) - The moderates (e.g., Gopal Krishna Gokhale) advocated for gradual, constitutional methods and reforms, and extremists (e.g., Bal Gangadhar Tilak, Bipin Chandra Pal) pushed for more assertive, radical actions like mass protests and boycotts.

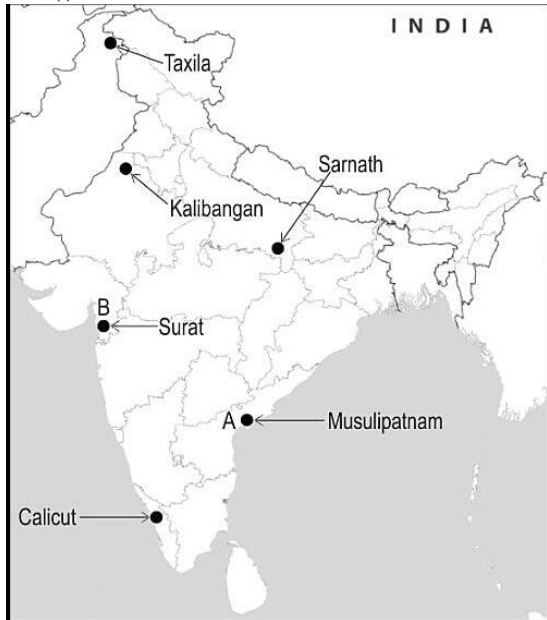
(to be assessed as a whole)

SECTION E

Marks 5

MAP BASED QUESTION

34 (i)



(ii) A is Masulipatam
B is Surat

(award one mark for each correctly identified location)

34.1. (i)-upper town and lower town

- proper drainage system

- any other relevant point

(award 0.5 marks each for any two correct features)

(ii) Koshala

(award one mark for this or any other Mahajanapada)

(iii) Hampi

(award one mark for correct identification)

34.2.- Kanpur

- Delhi

- any other relevant centre

(award one mark each for any two correct centres)